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ABSTRACT

This paper describes the development and establishment of an inclusive education program on a junior high school campus. Although this is the documentation of secondary programming, with an emphasis on severe disabilities, these "phases" can be generalized to other program areas and levels of education. During phase I, a functional, community-based curriculum was delivered to students with severe disabilities at a special school site. Gradual integration for recess, lunch, and assemblies was implemented. During phase II students with severe disabilities were assigned to regular classes and community instruction with appropriate support. The third phase involved a refocusing so that all special education program areas are addressed within the framework of inclusion. A checklist suggests indicators for the three phases of the inclusive school process. Attached are handouts and visual materials to accompany the presentation of this paper. (DB)

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"INCLUSION EVOLUTION": A TEACHER'S PERSPECTIVE SECONDARY LEVEL

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"INCLUSION EVOLUTION": A TEACHER'S PERSPECTIVE
SECONDARY LEVEL

"Education of all students in regular education and community settings to ensure full and valued membership in society"(Louisiana Coalition for Inclusive Education, 1992) is a potent definition of Inclusive Education. This concept of inclusion can also be described as a process of evolvement-with a "spirit of invention"-firmly established through acceptance of philosophy, knowledge of programming, and extensive collaborative efforts.

As an educator involved for many years within this evolutionary process, it has become necessary to organize, document, and evaluate these efforts. Within this particular article, "Phases" with a brief narrative and Program Effectiveness Indicators, are utilized to describe the establishment of an inclusive education program on a junior high campus, ensuring global school restructuring as an evolving reality. Although this is the documentation of secondary programming with an emphasis on severe disabilities, these "phases" can be generalized to other program areas and levels of education.

PHASE I: BASIC INTEGRATION

PHASE I: Preparation for this stage began on a special school campus with students with severe disabilities. District level administration strongly encouraged creativity in functional, community-based curriculum development and instructional strategies through the efforts of technical assistants and other resources. With this firm foundation, the concept of systematic "integration" onto regular education campuses began. For this particular junior

high site, we followed procedures, such as locating a centralized classroom, accessibility of site facilities, inservices for families, instructional personnel, and regular education (U.N.O., L.R.E. Project, 1989). A self-contained classroom for students with severe disabilities was established with basic integration for recess, lunch and assemblies. Initially, the daily schedule resembled functional "blocks" of time. A sample schedule would list items such as: Domestic/Meal Preparation, Domestic/Personal Hygiene, Adapted Physical Education, Recreational Leisure (integrated) - and Community Based Instruction (including vocational sites and general community functioning). As programming progressed, peer-programs, non-academic integration such as computer literacy, home-rooms, and "reverse" community instruction (participation of students without labels) were established. Also, an informal team of support began to evolve between administration and classroom personnel. Eventually, a few of our students with moderate disabilities began to take part in academic areas. Although based within a self-contained classroom, the majority of the day was spent integrating into regular education and community settings. We were "fully integrated"!

PHASE II: BASIC INCLUSIVE PROGRAMMING

PHASE II: So, where did integration end and inclusion begin? Basically the terminology changed at the same time we noticed there was a problem. Although "fully integrated", there was a firm line, or wall, between special education and regular education. We were integrating our students into their system. For future progress, the wall had to fall! How did this process occur? First, and

essential, was the establishment of a comprehensive Inclusive Education Team consisting of a full committee and steering committee. Members represent all areas of the inclusive process, including other areas of exceptionalities. A comprehensive Action Plan was developed documenting our definition, philosophy, and general long term goal with specific goals and objectives for the school. These goals stated briefly include 1)extend awareness of inclusive education at all levels, 2)define roles and responsibilities, 3)systematic process to implement and sustain inclusive programming, 4)establish annual scheduling procedures, and 5)evaluate.

Students with severe disabilities, in particular, are currently assigned to regular education classes and community instruction with proper ratio and support. Daily schedules reflect typical scheduling by periods. A sample schedule includes, Home Economics, Chorus, Physical Education, Reading, and Community Based Instruction. IEP goals and objectives are addressed at naturally occurring times of the day. Students utilize lockers and book bags for essential items, the same as typical peers. Therefore, we could "bar the door" of our self-contained classroom. This "space" is now utilized for approximately one period per day for integrated recreational/ leisure activities (or emergency use), and utilized by the school for various needs. Expansion and adaptation of curriculum to incorporate functional programming, collaborative efforts, and general "inventing as we go" are on-going objectives for all.

Simultaneously, other special education program areas such as Specially Designed Regular Instruction and Mild/Moderate (Alternative) Programs were involved in designing and implementing inclusive education components.

PHASE III: HETEROGENEOUS GENERAL EDUCATION

PHASE III: While developing the building level comprehensive action plan, the depth of the "special education wall" became obvious. Progress toward inclusive programming could not continue within the area of severe disabilities or other program areas in isolation. Stainback and Stainback (1989) refer often to this philosophy. All special education program areas should be addressed within the framework of inclusion. What a monumental task!! We envision this phase as a natural but systematic overlapping of student schedules and support services to form heterogeneous general education for all students. The team is currently addressing this goal through identification of students' needs (IEP) and creative scheduling procedures for the following school year. Support personnel will be assigned as appropriate.

In conclusion, this evolutionary process documented here is not "THE" way for inclusive education. Every classroom, school, district, and state will design their own inclusive programming based on accepted general philosophy and the knowledgeable collaborative efforts of its members. For myself, the best way to work within this process is to ask others, "How do you envision inclusion?" Then to respond with my evolving view - meeting the individual's needs within the scope of general education through a systematic support system. "Now, how can we work together to

provide creative quality education for all?" Thereby we are valued members of the process. And isn't "valued membership for all" the desired outcome of inclusive education?

Marcia C. Arceneaux
Lafourche Parish School System
U.N.O. Doctoral Program
May, 1993

PROGRAM EFFECTIVENESS INDICATORS

PHASE I: Basic Integration - To be utilized for brief periods of time by the school under unusual circumstances (i.e. non-certified teacher).

1._____ Students with disabilities attend the school that they would attend if nondisabled, or a school of choice within a reasonable transportation distance.

2._____ There is a natural proportion of students with severe disabilities at a school site.

3._____ If a self-contained classroom is established initially, it is with the understanding that this is a brief interim position and progress will be made toward the establishment of a more inclusive program (see Phase II). This classroom will be centrally located.

4._____ If "block scheduling" is utilized, it is with the understanding that this is a brief interim schedule and progress will be made toward the establishment of more inclusive programming (see Phase II).

5._____ Teacher / Paraprofessional thoroughly educated in curriculum and instruction for students with severe disabilities in accordance with "best practice" and monitored by district level personnel.

6._____ Facility must be accessible for all students, including building and classroom levels.

7._____ Disability Awareness and Inservices must be provided to all individuals including families/advocates, administrators, faculty, student body, staff, and community.

8._____ Establish Peer-Programs, both formal and informal.

9._____ Basic Integration Sites: academic and non-academic classes, general community, recess, lunch, hallways, assemblies, and general extra curricular activities.

10._____ Multi-disciplinary team approach to program planning and service delivery.

11._____ IEP's have goals which reflect functional, age-appropriate activities.

PHASE II: Basic Inclusive Education Programming

1._____ Students with disabilities attend the school that they would attend if nondisabled, or a school of choice within a reasonable transportation distance.

2._____ There is a natural proportion of the students with severe disabilities at a school site and in assignment to general education classrooms.

3._____ Initial and on-going disability awareness and inservices provided.

4._____ All personnel knowledgeable in curriculum and instruction.

5._____ Building and class room levels are accessible to all.

6._____ Primary membership for the student with disabilities is in an age-appropriate general education classroom.

7._____ Scheduling for classes completed during regular school scheduling.

8._____ No special education classroom exists, except as a place for integrated activities and available to a variety of educational support programs.

9._____ The individualized education programs (IEP's) for the students with severe disabilities are written and implemented by both the general and special education teachers, and the ancillary staff.

10._____ The students with disabilities receive support within the general education program from special education staff/ support personnel.

11._____ Student's IEP goals and objectives are functional and age-appropriate and are addressed at naturally occurring times of the day.

12._____ Student's schedule is reflective of typical schedule.

13._____ Extensive and on-going collaborative efforts between regular and special educators (support teachers) to provide quality programming within the classroom.

14._____ Utilization of modifications and adaptations, such as cooperative learning groups (see Syracuse Community Referenced Curriculum Guide)

15._____ A comprehensive building level inclusive education team is established to set goals and objectives for global school restructuring of the previous dual systems (regular and special education).

PHASE III: Heterogeneous General Education

1.____ All of the indicators in Phase II, apply to all children eligible for school attendance, including those students with mild/moderate and severe disabilities.

2.____ Through the scheduling process, heterogeneous general education classes are formed with support personnel assigned as appropriate for needs.

3.____ Continued research, inservices and collaborative efforts by all involved in the global restructuring of the educational system.

4.____ Labels not used to identify students. (Students identified for support should be known only to families and certain school staff).

5.____ Special Education is reconfigured at the school site as a support to the general education program, rather than a separate, parallel educational delivery vehicle.

6.____ All students valued as members of their community, respected for their individual differences.

Indicators-

Adapted from: Hunt, P. & Farron-Davis, F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. Journal of the Association for Persons with Severe Handicaps. 17, 247-252.

Adapted from: Skrtic, T. & Sailor, W. (1993). Barriers and bridges to inclusive education: an analysis of louisiana special education policy. Kansas University Affiliated Program, University of Kansas.

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INCLUSION EVOLUTION: A TEACHER'S PERSPECTIVE

TASH
CHICAGO, ILLINOIS
NOVEMBER 4-6, 1993

MARCIA C. ARCENEAUX
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INCLUSION EVOLUTION:
A TEACHER'S PERSPECTIVE

- What Is It?
- Why Do We Need It?
- How Can We Get It?
- Building Level:
  Can It Be Systematic?
- Classroom and Student Level:
  Can It Be Individualized?

Marcia C. Arceneaux / UNO

"WHAT IS IT?"

"CAN YOU DEFINE INCLUSION"?

"CONFUSING TERMINOLOGY??"

- PL 94-142 / IDEA / ADA
- MAINSTREAMING
- INTEGRATION
- REGULAR EDUCATION INITIATIVE
- INCLUSIVE EDUCATION
- SYSTEMS CHANGE / REFORM

DEFINITION OF INCLUSIVE EDUCATION

"INCLUSIVE EDUCATION IS THE EDUCATION OF ALL STUDENTS IN REGULAR EDUCATION AND COMMUNITY SETTINGS TO ENSURE FULL AND VALUED MEMBERSHIP IN SOCIETY". (LOUISIANA COALITION FOR INCLUSIVE EDUCATION, 1992)

INCLUSION MEANS:

1)Educating all children and youth in one system of education

2)Member of the same school community as neighbors and siblings

3)Chronological age-appropriate grade and class placement

4)Individualized curricular and instructional design

5)Support provided in regular school and community environments

INCLUSION DOES NOT MEAN:

1)All instructional time is spent in general education classrooms

2)The primary or exclusive objective for all students is to learn the core curriculum or content in a given class or period

3)Students never receive 1:1 or small group instruction

A PRINCIPLE

THE FUNDAMENTAL PRINCIPLE OF INCLUSIVE EDUCATION IS

THE VALUING OF "DIVERSITY" WITHIN THE HUMAN COMMUNITY

(ADAPTED FROM VILLA & THOUSAND, 1992)

INCLUSION DESCRIPTION: SCHOOL LEVEL: A CLASS SETTING WITH AN APPROPRIATE NUMBER OF STUDENTS REPRESENTING THE NATURAL PROPORTION OF DIVERSITY EXISTING IN OUR SOCIETY. EACH STUDENT WOULD BE "KNOWN" AND ACCEPTED AS INDIVIDUALS, INCLUDING STRENGTHS AND WEAKNESSES. QUALITY EDUCATION (INDIVIDUALIZED CURRICULAR AND INSTRUCTIONAL DESIGN) WOULD BE PROVIDED AND ASSESSED FOR ALL STUDENTS BY ESSENTIAL PERSONNEL INCLUDING A GENERAL EDUCATION TEACHER, A SUPPORT TEACHER / PARAPROFESSIONAL, RELATED SERVICES, AND COMMUNITY RESOURCES.

(ARCENEAUX, M. 1993)

"WHAT DOES IT LOOK LIKE?"

1. Students with disabilities attend the school that they would attend if nondisabled (neighborhood schools)

2. There is a natural proportion of students with disabilities at a school site and in assignment to general education classrooms.

3. Initial and on-going disability awareness and inservices provided

4. All personnel knowledgeable in curriculum and instruction

5. Building and classroom levels are accessible to all

6. Primary membership for the student with disabilities is in an age-appropriate general education classroom

7. No special education classroom exists, except as a place for integrated activities and available for a variety of educational support programs

8. The Individualized Education Programs (IEP) are written and implemented by both the general and special education teachers/staff

9. Students with disabilities receive support within the general education program from support personnel

10. Students's IEP goals and objectives are functional and age-appropriate and are addressed at naturally occurring times of the day

11. Student's schedule is reflective of typical schedules

12. Extensive and on-going collaborative efforts between general and special educators to provide quality education for all

13. Utilization of strategies of modification and adaptation (Coop-Learning)

14. A comprehensive building level inclusive education team is established to set goals for global school restructuring

15. Continued research and inservices are provided

16. Labels not used to identify students

17. Special education is reconfigured at the school site as a support, rather than a separate educational model

(Adapted from Building Level Evaluation: ETJH)

WHY DO WE NEED IT?

INCLUSION:

Acceptance
Active Participation
Respect
Choices
Safe
Opportunities

EXCLUSION:

Isolated
Inadequate
Alone
Lost
Lonely
Low-self esteem

HOW DO YOU ACT?

Confident
Relaxed
Assertive
Competent
Positive

HOW DO YOU ACT?

Angry
Aggressive
Act Out / Rebel
Withdrawn
Suicidal

RESEARCH INDICATES:

"There is little in the current design of special education that makes a difference for students labeled as handicapped. This is true for the present, while they are in school, and for the future, after they leave school."
Lipsky, D. & Gartner, A. (1989)

"HOW CAN WE GET IT?"

- SYSTEMS CHANGE: TOP - DOWN "MANDATE"
- SYSTEMS CHANGE: BOTTOM - UP "THE PUSH"
- SYSTEMS CHANGE: "COLLABORATIVE TEAMING"

LA. Systems Change Project

A CONSOLIDATED MODEL OF SCHOOL CHANGE:
A VALUES-BASED INVENTIVE APPROACH
(ADAPTED FROM VILLA & THOUSAND, 1992)

"THE FUNDAMENTAL PRINCIPLE OF INCLUSIVE EDUCATION IS THE VALUING OF DIVERSITY WITHIN THE HUMAN COMMUNITY."

I. PHASE ONE: VISIONIZING

"WITHIN THE CONTEXT OF SCHOOL CHANGE, WE DEFINE VISIONIZING AS THE CAPACITY TO CREATE AND COMMUNICATE A COMPELLING VISION OF A DESIRED STATE OF AFFAIRS, A VISION THAT CLARIFIES THE CURRENT SITUATION AND INDUCES COMMITMENT TO THE FUTURE".

II. PHASE TWO: INTRODUCING

"THE DESIRED OUTCOME OF THIS PHASE IS TO UNFREEZE CURRENT PRACTICES AND TO GET PEOPLE TO BELIEVE THAT SYSTEM-WIDE CHANGE WILL OCCUR. EDUCATIONAL LEADERS LEARN TO BE TROUBLEMAKERS, FOR NEW VISIONS CREATE TROUBLE".

III. PHASE THREE: EXPANDING

"THE EXPANDING PHASE OF THE CHANGE PROCESS IS TWO-FOLD; 1)TO EXPAND BY PROVIDING INFORMATION TO THE VAST MAJORITY OF PEOPLE INVOLVED, AND 2)TO TRANSFORM THE CULTURE. LEADERSHIP MUST COMMUNICATE AN EXPECTATION THAT EVERYONE WILL RECEIVE NEEDED TRAINING AND COACHING".

IV. PHASE FOUR: SELECTIVELY MAINTAINING CHANGE AND CHANGE PROCESSES

"SARASON (1990) SUGGESTED THAT A CHANGE IS NOT TRULY IN PLACE UNTIL THE MAJORITY OF ALL WHO ARE IN THE ORGANIZATION "VOTE SECRETLY AND POSITIVELY FOR IT". "STEPS MUST BE TAKEN TO ENSURE THAT CHANGES DO NOT FADE AWAY AND REVERT TO WHERE THEY WERE BEFORE".

"SYSTEMATIC REFORM" VS "UPSET THE APPLE-CART"

"BUILDING LEVEL SYSTEMS CHANGE"

PHASE I: "INTEGRATION"

A. Neighborhood school
B. Physically accessible campus
C. Awareness inservices
D. Special education classrooms centrally located
E. Self-contained and "pull-out" resource rooms
F. Special education program areas (e.g. severe disabilities, mild/moderate disabilities) follow curriculum for specific programs with basic integration and mainstreaming
G. Basic SBLC in tact for student referrals and other issues

PHASE II: "INCLUSIVE EDUCATION"

A. General inservice on Inclusive Education:
   1)Faculty
   2)Full Committee (nominated by faculty)

B. Establish steering committee: (appropriate representation)
   1)Tentative action plan
   2)Logistics of meetings

C. Clarification of Inclusive Programming:
   "Where are we now, where do we want to be, and how do we want to get there?"

   1)Severe disabilities
   2)Specially designed regular instruction
   3)Mild/moderate (alternative)
   4)Other program areas

D. Identify Priorities / Barriers / Solutions:
   1)Survey (general)
   2)Round-robin discussion (full committee)

E. Formulate Action Plan:
1)Develop mission statement
2)Develop goals & objectives
3)Time lines

F. List of Goals and Objectives
1)Extend awareness:
a)Inservice / Presentations / Workshops
b)Media release

2)Define Roles and Responsibilities:
a)Administration
b)Instructional personnel (team teaching / consultative)
c)Student / Family / Advocate

3)Systematic Process to Implement & Sustain:
a)"Work-Teams" - designed to provide time to "collaborate, adapt, modify, and discuss important issues - also cross-training of personnel
b)Documentation in process guide / school handbook
c)Continuation of building level inclusion team

4)Establish Scheduling Procedures:
a)Identify students / instructional personnel (by program area, if necessary)
b)Inclusive scheduling of students (balanced ratio and support)
c)Central Office / regulations

5)Evaluate annually:
1)Indicators
2)Interviews
3)Observations

PHASE III: "GENERAL EDUCATION":

A. Heterogeneous Classrooms are "naturally" formed through the scheduling process, with cross-trained instructional personnel supporting all students where appropriate.

B. Labels not used to identify students (students identified for support should be known only to families and certain school staff).

C. Special Education is reconfigured at the school site as a support to the general education program, rather than a separate, parallel educational delivery vehicle.

D. All students are supported and valued for their unique contributions.

(Adapted from Arceneaux, M. 1993)

INCLUSIVE EDUCATION: STUDENTS WITH SEVERE DISABILITIES

PHASE I: INTEGRATION

A. SPECIAL SCHOOL CAMPUS
B. INTEGRATION ONTO REGULAR EDUCATION CAMPUS
C. CENTRALIZED LOCATION / ACCESSIBLE
D. INSERVICES / AWARENESS TRAINING
E. SELF-CONTAINED PROGRAM WITH BASIC INTEGRATION
F. DAILY SCHEDULE - "BLOCK FUNCTIONAL CURRICULUM"
G. PEER PROGRAMS
H. ELECTIVES / NON-ACADEMIC INTEGRATION
I. "REVERSE" COMMUNITY INSTRUCTION
J. HOME ROOMS
K. "ROOM" INTEGRATION
L. ACADEMIC INTEGRATION

PHASE II: INCLUSIVE EDUCATION

A. TYPICAL SCHEDULE - PRIMARY MEMBERSHIP FOR THE STUDENT IS IN AN AGE-APPROPRIATE GENERAL EDUCATION CLASSROOM.
B. NO SELF-CONTAINED CLASSROOM - CLASS USED FOR SCHOOL BASED INTEGRATED ACTIVITY
C. NATURAL PROPORTION OF STUDENTS - ASSIGNED TO GENERAL EDUCATION CLASSES
D. STUDENTS RECEIVE SUPPORT - FROM SUPPORT PERSONNEL
E. COLLABORATION WITH GENERAL EDUCATION - EVOLVING AND ON-GOING
F. MODIFICATIONS AND ADAPTATIONS WITHIN THE CURRICULUM
G. FUNCTIONAL / COMMUNITY REFERENCED CURRICULUM
H. INDIVIDUALIZED EDUCATIONAL PLAN - TRANSDISCIPLINARY
I. IEP GOALS AND OBJECTIVES ADDRESSED AT NATURALLY OCCURRING OPPORTUNITIES
J. NEIGHBORHOOD SCHOOL
K. ALL STUDENTS VALUED AS MEMBERS OF A COMMUNITY, RESPECTED FOR THEIR INDIVIDUAL DIFFERENCES

PHASE III: GENERAL EDUCATION

A. HETEROGENEOUS GENERAL EDUCATION CLASSROOMS
B. LABELS NOT USED TO IDENTIFY STUDENTS
C. CLASSROOMS CONSIST OF A DIVERSE GROUP OF STUDENTS, EACH RECEIVING ACCEPTANCE AND SUPPORT AS NEEDED

Adapted from: Arceneaux, M. (1993). Inclusion Evolution: A Teacher's Perspective.

SAMPLE SCHEDULE (Jr. High School Level)

Date: October 10-15

SUPPORT STAFF WEEKLY SCHEDULE **SUPPORT STAFF** Moore/Sp.Ed. Teacher
Horn/Paraprofessional
Ware/APE
*Speech/OT/PT see schedule

Period	Class/Teacher	Support	Students w/IEP	Activities
1st	Home Ec (9)/Mire	*Horn	Sue, Beth	Refer to IEP/Teacher Lesson Plans
7:30 - 8:35	Industrial Arts (9)/Jones	Moore	Joe, Pete	Refer to IEP/Teacher Lesson Plans
2nd	Home Ec (9)/Breaux	*Moore	Joe, Pete	Refer to IEP/Teacher Lesson Plans
8:38 - 9:28	Chorus (9)/Rose	Horn	Sue, Beth	Refer to IEP/Teacher Lesson Plans
3rd	Physical Ed (9)/Frank	*Horn/Ware	Beth, Sue	Refer to IEP/Teacher Lesson Plans
9:31 - 10:25	Language (9)/Chase	Moore	Joe	Refer to IEP/Teacher Lesson Plans
	Community-based instruction	Bond(itinerant)	Pete	Refer to IEP/Teacher Lesson Plans
4th	Physical Ed (9)/Ford	*Horn/Ware	Joe, Pete	Refer to IEP/Teacher Lesson Plans
LUNCH				
10:28 - 11:38	Language (9)/Chase	Moore	Beth Sue	Refer to IEP/Teacher Lesson Plans
5th	Integrated Recreation/Leisure	*Moore/Horn	Joe, Pete, Beth	Refer to IEP/Teacher Lesson Plans
11:41 - 12:31	Frank (9)/ Ford (9)		and Sue	Planning Period (Moore) Environment: All Purpose Room/ Campus Facility
6th	Social Studies (9)/ Shell	*Moore/Horn	Joe, Pete, Beth	Refer to IEP/Teacher Lesson Plans
12:47 - 1:37	(Community-based Instruction)		and Sue	Environments: See "Community-based Instruction" daily schedule
7th	same as above	same as above	same as above	same as above
1:40 - 2:30				
2:30 - 2:50	COLLABORATION PERIOD			

Comments: Meet with Mire 7:15 on Wednesday (unable to meet at 2:30)
Note on Teacher Charts: embedded Community-based Instruction -Home Ec (9) w/Mire and Breaux (Winn Dixie, Tuesday).

Source: Lafourche Parish School System, 1993